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ABSTRACT

This document describes the multicultural Program for Deaf Adults (PDA) at LaGuardia Community College at the City University of New York. The PDA offers a comprehensive education through an extensive variety of both degree and continuing education courses. It offers basic skill courses in the academic division and, in the Division of Adult and Continuing Education, an extensive college-preparation course, a preparatory program for foreigners with deafness, Adult Basic Education, Regents Competency Test Preparation, General Education Diploma preparations and tests, pre-vocational skills, computer skills training, and support services such as interpreting, tutoring, supplemental instruction, and notetaking. The publication discusses student enrollment in PDA programs, outreach and recruitment of students from diverse backgrounds, recruiting teachers and interpreters, and programs and services. Initiatives to improve students' academic skills, placement and assessment, and support services are addressed. Extracurricular activities that are provided are also described and include the Deaf Multicultural Club, Town Meetings, and publication of "Voices of Deaf Students." Finally, the Deaf Studies Program and the interpreter education program are highlighted. Appendices include program descriptions, statistics on the student population, and a list of organizational resources. (Contains 17 references.) (CR)

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*Program for
Deaf Adults*

ETNICULTURAL MODEL

*for Deaf &
Hard-of-Hearing
Students*



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LaGuardia Community College/CUNY
Division of Adult and Continuing Education
Program for Deaf Adults



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CORRECTION

Please note the following corrections to p. 5 of this manual:

1. Second to last paragraph should read, "Total enrollment in all PDA programs for the 1997-1998 year was 1,380 students, of whom 521 are deaf, deaf-blind, or hard of hearing."
2. The student enrollment box should read, "Interpreter Training/Workshops/ASL.....859."

Please adjust this copy in the manual accordingly.

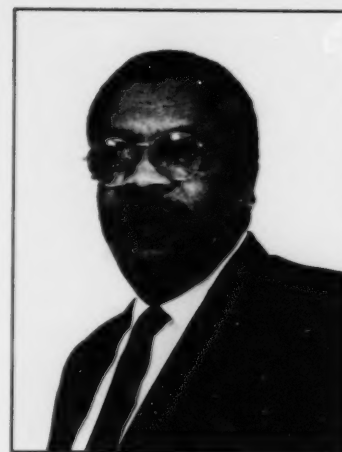
Thank you.

TABLE OF CONTENTS

Foreword	ii
Introduction	iii
I. La Guardia Community College: Pursuing Pluralism	1
The Task Force on Pluralism	1
Guidelines for Developing a Multicultural Curriculum	2
II. The Program for Deaf Adults	3
PDA is a Collaborative Effort	4
The PDA Model	4
The PDA Community	5
III. Outreach and Recruitment	6
Recruiting Teachers & Assistants	7
Recruiting Interpreters	7
Recruiting Students	8
IV. PDA Programs and Services	8
Teaching Practices	8
Academic Division Courses	9
Initiatives to Improve Students' Academic Skills	10
Placement and Assessment Methods	10
Adult and Continuing Education Courses	11
Support Services	12
Interpreters	12
Supplemental Instruction	12
Tutors and Notetakers	13
Extracurricular Activities	13
V. Training Professionals	14
The Deaf Studies Program	14
ASL/English Interpretation	15
VI. Measuring Success	16
Appendix A: PDA Beyond LaGuardia	18
Appendix B: A Deaf Teacher in a Classroom of Hearing Students	19
Appendix C: Student and Staff Quantitative Analyses (charts)	21
Appendix D: Resources	24
Appendix E: Bibliography	28

FOREWORD

Ten years ago, when I assumed the presidency of LaGuardia Community College, I established as one of my key priorities a commitment to diversity and pluralism. Over the last 10 years, mapping the road to multiculturalism and pluralism at LaGuardia has required serious planning and much hard work by numerous constituencies. No group has been more committed to this pluralistic ethos than the faculty and staff of the Program for Deaf Adults. Consequently, I am honored and pleased to have been asked to provide this foreword.



Raymond C. Bowen

At a time when the City University of New York is under intense and often harsh scrutiny, it is well to remember that when the Free Academy — the forerunner of CUNY — was created in 1847, the aim was to provide higher education for “the children of the whole people.” Scrutinizing its mission once again in 1972 upon the advent of open admissions, CUNY stated in its Master Plan that its role was “to help break the cycle of poverty, ignorance and discrimination — a cycle that has stifled the aspirations of a large number of the city’s residents.” Since its founding in the early 1970s, LaGuardia Community College has been at the nexus of CUNY’s historic mission to serve the whole people, and its specific commitment to providing outstanding programs for deaf and hard-of-hearing students has been amply documented and nationally acclaimed. These students have been an indispensable element of our open-door policy and they will continue to make us proud of our comprehensive urban mission.

As this manual demonstrates, LaGuardia provides a range of courses, programs and activities for its multicultural population of deaf and hard-of-hearing students. Our efforts to embrace this population and to make it an integral part of our tapestry of pluralism is one of the most striking signs of the college’s deep and abiding commitment to everyone in the communities that we serve.

LaGuardia Community College, with a gifted multicultural population that includes students from more than 125 nations, is a bright image of the American future. Our deaf and hard-of-hearing students are part of this picture, this experiment in multiculturalism, and as such are part of the pluralistic institution, city and nation that we still are in the process of becoming.

Raymond C. Bowen
President
LaGuardia Community College

INTRODUCTION

The City University of New York's LaGuardia Community College and its Division of Adult and Continuing Education have spent many years developing programs and approaches to educating multicultural deaf and hard-of-hearing students in a city that is the epitome of diversity. We are anxious to share our knowledge and experience with other institutions to assist you in meeting the needs of your own communities. It is also our desire to stimulate new ideas for recruitment, teaching, staffing and designing programs to create a welcoming environment to an ethnically diverse student population.

The teaching methodologies and collaborative ventures that LaGuardia's Program for Deaf Adults (PDA) has developed with other divisions and programs in this college, within CUNY and with institutions nationally are noteworthy and can be adapted to any campus. The development of continuing education courses has been particularly successful, offering students the academic foundation they need before entering the credit division and committing substantial resources in time and money, or before finding work in a competitive society.

As a former director of PDA, I know that the program's success is due to the strong support of this institution. LaGuardia's academic standards make no concessions to its commitment to pluralism. PDAs curricula adhere to the general curriculum guidelines of the college; sound pedagogy for teaching deaf and hard-of-hearing students is followed in our credit division and continuing education courses. In addition, we offer multicultural students a comfortable environment in which to develop their academic skills utilizing materials that are engaging and meaningful to people of different cultures.

I hope you enjoy this document and are able to use or adapt techniques applicable to your institution and student population. Most importantly, this document should be considered a work in progress. Your suggestions, comments and experiences are appreciated.

Desiree Duda
New York State Downstate Coordinator
Northeast Technical Assistance Center

**LAGUARDIA
COMMUNITY
COLLEGE:**

Pursuing Pluralism

Diversity is a proud tradition at LaGuardia. Our commitment is to serve the underserved populations of New York City: the poor, ethnic minorities, women, recent immigrants, and persons who are disabled. By doing so, LaGuardia goes beyond simply being multicultural to welcoming and celebrating diversity as a worthy goal in itself.

Founded in 1971 with an entering class of 500 students, the college serves 11,000 students in credit programs and is one of the most diverse of all U.S. community colleges. The students speak more than 115 languages and represent more than 125 countries.

These numbers do not include the Division of Adult and Continuing Education (ACE) that annually provides non-credit classes and services to over 20,000. The demographics for ACE are similar to those for the credit programs; the Program for Deaf Adults is part of ACE.

LaGuardia Community College
(Six Divisions)

Division of Adult & Continuing Education
(Fourteen Programs)

Programs for Deaf Adults

Collaborative Efforts

Natural & Applied Sciences Dept.
Human Services Program
Deaf Studies Program
Cooperative Education Division
Job Placement Office
Demonstration Project

Interpreter Education

Certificate Program
Region II Workshops/Seminars
Skills Enhancement

Support Services

Interpreter Services
Counseling
Registration Assistance
Tutoring/Supplemental Instruction
Notetaking

Regional Support Services Center

CUNY Wide Program
(Interpreters/Educational Support)

Academic Division Courses

Reading } Dual Access
Writing }

Continuing Ed. Courses

College Preparation
GED/Regents Prep.
Adult Basic Ed.
Computer Skills
ASL } Dual Access

The Task Force on Pluralism

LaGuardia Community College seeks to provide an environment of openness, equity and support for this highly diverse population, and to maintain a community of inclusion in which deaf and hard-of-hearing students will thrive. LaGuardia has established systems specifically to promote pluralism and diversity.

Formed by a mandate of the City University of New York in 1989 as a committee of the president's office, this task force was established to promote pluralism and confront racism. Over the years, it has provided numerous college-wide forums and faculty development workshops focusing on issues of equity and diversity.



Yakov Shifrin – "I came to the United States from the Ukraine in 1993. I came to LaGuardia because my sister attended (LaGuardia). In the Ukraine, I had already finished a training school in repairing sewing machines. I like LaGuardia because there were so many deaf people who I could socialize with and learn from. When I began the program I didn't know American Sign Language but (still) felt comfortable. While attending the program I was able to learn ASL and use it as a tool for communication. Dr. Sue Livingston's class was a challenge for me and helped me to do well in my other classes. While at LaGuardia I have been a tutor, SI Leader, member of the Deaf Multicultural Club, member of Phi Beta Kappa and the Accounting Club. I was elected as the club's treasurer. LaGuardia was like a laboratory where I could experiment with myself and my future. I am continuing my education at Baruch College (CUNY) and want to become a Certified Public Accountant. It will be different and difficult (at Baruch) because there will be no deaf (or very few) who I can express myself to or get feedback from."

GUIDELINES FOR DEVELOPING A MULTICULTURAL CURRICULUM

It organized lectures by outside scholars, writers, directors of organizations, human rights leaders and legal professionals on stereotyping in the United States. The series served a dual purpose: to increase awareness of the history and evolution of stereotyping in American society and to provide accurate representations of various groups and their contributions to American culture.

The task force had two adjunct groups, the Network to Confront Racism and the Student Network, which shared the same goals: to educate and raise consciousness about racism, to provide forums for "difficult dialogues" about racism and other contentious issues, to serve as a resource on these issues to the college community, and to identify strategies in dealing with bias and racial incidents in and out of the classroom.

Both the parent group and the student unit participants had extensive mediation training by professionals financed by the Office of the President, the Division of Adult and Continuing Education, and Student Affairs. The student component of the network assumed a leadership role in establishing a new initiative, called Town Meeting, to provide a safe, comfortable, constructive forum for students, faculty, staff and administration to ask questions, share concerns, disseminate information and develop a greater facility for dealing with difference. This proved to be an invaluable forum for airing problems and resolving conflicts.

The Task Force on Pluralism succeeded in raising consciousness about pluralism and worked to establish curricular policy throughout the college in support of its goals. When the college prepared to change its academic calendar from quarters to a modified semester system in 1991, the task force seized the opportunity to work with the Collegewide Curriculum Committee on establishing guidelines to ensure that all courses and programs in the academic division incorporate pluralism throughout the curriculum, instruction, materials and assessment of students.

These guidelines have now been institutionalized. They are supported by the Division of Adult and Continuing Education, and the LaGuardia Library reflects its commitment to multiculturalism through its collections and services. The Program for Deaf Adults exemplifies the application of these principles.

1. Curriculum content

- a. Goals and objectives exemplify a multicultural / pluralistic orientation.
- b. Content is offered from a variety of perspectives or is meaningful / accessible to many points of view, cultures, etc.
- c. Content is derived from a range of sources and avoids dependency on mainstream print media and other secondary sources.
- d. Content is related to real-world events, real-life contexts and pressing human questions or dilemmas.
- e. Specific content is linked to and embedded in an interdisciplinary perspective.
- f. Content is presented as evolving and complex versus linear and finite.

2. Instruction:

- a. Attends to different learning styles or ways of knowing.
- b. Fosters an atmosphere of peer-peer learning, interdependence and support, with the teacher as co-deliverer of knowledge.

- c. Provides many opportunities or structures to acquire information.
- d. Encourages sharing of alternative perspectives.
- e. Builds upon student interests and strengths and links what occurs in school/college to what occurs in students' local communities.
- f. Affords ample opportunity for practical application, manipulation and personal/intellectual reflection.
- g. Challenges students to try new behaviors, skills.
- 3. Materials and tools:
 - a. Materials — texts, books, photos, posters, films, computer software, manuals, study guides, etc. — are representative and balanced in terminology, illustrations, examples cited, language and depiction of various groups.
 - b. Classroom environment allows for a variety of interaction patterns and levels of communication.
 - c. The community is used as a curricular support and resource (places and people).
 - d. A variety of instructional and technological aids are employed.
- 4. Testing and assessment:
 - a. Assessment instruments respond to different learning styles and modalities.
 - b. Provides students with multiple ways to demonstrate competence and to succeed.
 - c. Allows for individual competitive assessment as well as group cooperative assessment.
 - d. Is both quantitative and qualitative in nature.
 - e. Is instructive to the student as well as a measure of mastery.
 - f. Is content-, skill-, process-, affect- and goal-driven.
 - g. Assesses the cognitive continuum, from recall to higher level thinking.
 - h. Allows for continuous formative and summative evaluation as well as self-evaluation.

THE PROGRAM FOR DEAF ADULTS

The Program for Deaf Adults (PDA) at LaGuardia Community College is a model, urban, postsecondary program for deaf and hard-of-hearing minority students. It offers a comprehensive education through an extensive variety of both degree and continuing-education courses, serves an average of more than 1,000 students annually, and is among the largest of such programs in the United States.

The program has experienced dramatic growth since its creation in 1975, when it provided only nominal support services and continuing-education classes. At that time, an advisory board was set up that included leaders and consumers in the deaf community. Glen Anderson, the program's first coordinator and the first black/deaf individual to earn a doctorate, developed our first PDA course based upon the community needs identified by the advisory board.

Today PDA offers basic skills courses in the academic division and, in the Division of Adult and Continuing Education, an extensive college-preparation course; a preparatory program for deaf foreigners; Adult Basic Education, Regents Competency Test Preparation, General Education Diploma (GED) preparation and tests, pre-vocational skills, computer skills training; and support services such as interpreting, tutoring, supplemental instruction and notetaking.

PDA is a Collaborative Effort

Unique to LaGuardia are agreements with the college's academic departments of English and Communications Skills to run credit courses specifically designed for deaf students: English 101, Writing, and Reading. A full professor is on staff exclusively to teach English and reading to PDA students.

The academic division's Human Services Program and the Division of Adult and Continuing Education collaborate to offer ASL to both credit and continuing-education students in the same course. The Division of Cooperative Education and the Job Placement Office together present forums for their staffs on assisting deaf students and have collaborated on a federal grant project to create a model for postsecondary, mainstream job placement offices to accommodate the needs of deaf and hard-of-hearing students. As a result of this project, a videotape and manual were developed for dissemination nationally.



1999 LaGuardia Associate Degree (deaf/hard of hearing) and Interpreter Education graduates at the spring ceremony. Seated, from left to right: Alla Yunayuv, Svetlana Ganapolskaya, Yakov Shifrin, Denette Ligon. Middle row, left to right: Lyndi Patton, Jennifer Berman, Bridget Cusack, Jennifer Turoff, Karen Rose. Back row, left to right: Arlene Jones, Joan Canada, Efreem Young.

In addition to developing courses to educate and serve students who are deaf or hard of hearing, other programs have been established to educate the interpreters and other professionals who work in this field. This program includes the ASL/English Interpretation Program, the American Sign Language Institute, the Interpreter Education Project and the proposed Deaf Studies Associate Degree Program. Two years ago, when LaGuardia began to prepare a Deaf Studies Program, it hired a full-time deaf faculty member to help organize it.

On campus, PDA has done much to educate and inform LaGuardia's administration of the special considerations and accommodations that are important to maintaining a community of inclusion for deaf and hard-of-hearing students. For example, PDA provides technical and sensitivity training for the financial aid, registrar's and bursar's office staffs to ensure that the college works effectively with PDA students and staff.

Specific individuals in each of these offices are designated PDA liaisons who work together to identify potential problems. Issues addressed have focused on early registration in order to locate and secure interpreters in advance, establishing deadlines to address possible bursar problems in advance of registration, and continually reminding the administrative staff of the need to plan meetings sufficiently in advance to secure interpreter services.

The PDA Model

Both outside of the college and within CUNY, the Program for Deaf Adults assumes a leadership role. PDA serves as an advisor to CUNY and, through CUNY's Consortium of Programs Serving Deaf and Hard-of-Hearing Students, addresses issues related to recruitment, retention, new program development and parity of services on each CUNY campus.

Several years ago, CUNY began to consolidate services by establishing regional centers to meet the needs of deaf and hard-of-hearing students on its campuses. The Regional Support Services Center (RSSC) was created with PDA as its administrator to provide technical services, interpreting and tutoring to deaf and

hard-of-hearing students at any CUNY campus. RSSC works closely with the coordinators of disabled student services on each CUNY campus to share PDA's expertise in providing and coordinating services to these students.

LaGuardia's PDA also is the home of the New York Downstate Northeast Technical Assistance Center (NETAC) site coordinator's office. The goal of NETAC is to provide technical support to postsecondary institutions throughout the northeast and to provide information and support to help them increase their enrollment of deaf and hard-of-hearing students.

LaGuardia also works with other states and the federal government to advance educational opportunities and support services for multicultural deaf and hard-of-hearing students. A summary of these programs is in Appendix A.

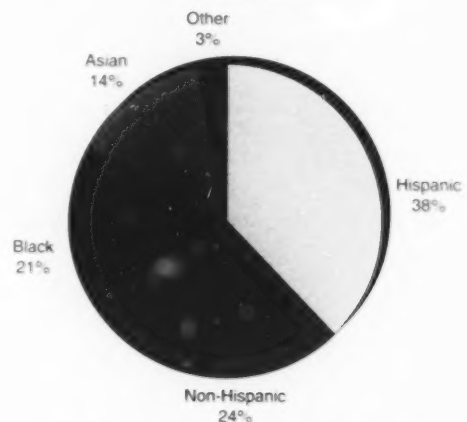
The PDA Community

PDA's student population is similar to that of CUNY overall: ethnically diverse recent high school graduates plus older students returning to school, many of whom work full or part time.

The largest group, Hispanic, includes students from Colombia, Dominican Republic, Puerto Rico, Mexico and others. The second largest, non-Hispanic white, includes students from Russia, Romania, Poland and Greece. The third largest group is Black, but only one-quarter of that is African-American; the majority are from Jamaica, Trinidad, Haiti, Guyana and England. The Asian group represents India, China, Hong Kong, the Philippines and Vietnam.

Total enrollment in all PDA programs for the 1997-1998 year was 887 students, of whom 480 are deaf, deaf-blind or hard of hearing.

**DEAF & HARD-OF-HEARING STUDENTS
Credit & Continuing Education
Ethnic Background**



Ethnicity of deaf and hard-of-hearing students, 1998

STUDENT ENROLLMENT 1997-1998

Courses	Enrollment
LaGuardia Degree Programs	47
College Preparation	70
Regional Support Services Center (RSSC)	44
Adult and Continuing Education/Vocational Training	360
Interpreter Training/Workshops/ASL	59
Total Served	1,380

Of students served by LaGuardia's degree programs and by RSSC that same year, four graduated with associate degrees from LaGuardia and 10 graduated from CUNY's four-year colleges or graduate programs.

The PDA program provides these individuals with the special education and skills they need to succeed in a mainstream environment. It offers students an education in an atmosphere with few communication barriers and significant numbers of deaf and hard-of-hearing peers from different cultures with whom to socialize and share experiences. This is an important aspect of PDA's success. The more students there are, the happier they are and the less strange and more accepted they become to the larger community.

PDA's teachers and other professional staff also are ethnically diverse and fluent in both ASL and English. Some teachers, teacher assistants, supplemental instruction leaders and tutors are current students or graduates of LaGuardia. A successful program provides a self-perpetuating source of talent.

The following chart indicates the breakdown of professional staff:

Degree		Ethnicity		Deaf/Hearing	
1 FULL PROFESSOR:					
Doctorate	1	White	1 (in number)	Hearing	1 (in number)
48 CONTINUING-EDUCATION TEACHERS:					
High school	8	White	69%	Hearing	31%
Associate	6	Hispanic	13%	Hard-of-hearing	23%
Bachelor's	17	Black	10%	Deaf	46%
Master's	16	Chinese	8%		
Doctorate	1				
14 TEACHING ASSISTANTS:					
High school	7	White	21%	Hearing	50%
Associate	5	Hispanic	29%	Hard-of-hearing	14%
Bachelor's	3	Black	36%	Deaf	36%
		Chinese	7%		
		Pacific Isl.	7%		
6 SUPPLEMENTAL INSTRUCTION LEADERS:					
High school	1	White	5 (in number)	Hearing	33%
Associate	2	Black	2 (in number)	Hard-of-hearing	17%
Bachelor's	3			Deaf	50%

OUTREACH AND RECRUITMENT

PDA follows the EEOC and affirmative action policies and practices in place at LaGuardia to ensure a diversity of applicants for each job vacancy. PDA's professional and support staff of 13 includes four who are deaf or hard of hearing and five people of color. Program administrators are all fluent in ASL; support personnel are encouraged to upgrade their signing skills by taking ASL classes at LaGuardia.

The diversity of populations in New York City has made it possible to hire administrative staff capable of serving as translators and as cultural mediators for students and their families. At present, our fiscal monitor speaks Bangla/Bengali, Hindi, Urdu and Arabic; an office assistant speaks Creole; several secretaries speak Spanish and we have instructors fluent in Russian, French and Chinese.



The Program for Deaf Adults staff, spring 1999. Seated, left to right: Bark Qazi, Catherine Burland, Ann Gauruder, Amanda Polania, Frances Saunders, Thomas Samuels. Back row, left to right: Desiree Duda, Phillip Green, Saray Simo, Anthony Naturale, Levesia Rushing, Joann Kranis, Kimberly Lucas, and Robert Hills.

Recruiting Teachers and Assistants

Recruiting adjunct professors, continuing education instructors, supplemental instruction leaders, tutors and notetakers is handled formally through published announcements and informally through the deaf community at large. Outreach and information booths at deaf events have been helpful in recruiting multicultural staff. Announcements are also made periodically at meetings of the local Black Deaf Advocates and the Deaf Advocates for Latino Empowerment, and at other cultural events.

In special circumstances, the PDA staff contacts particular populations in order to meet the needs of our students. When an instructor with an orthodox Jewish religious background was needed for deaf Hasidic students, we located a teacher at Yeshiva High School in New York City. In another situation, through networking in the deaf community, we were able to locate an instructor for a Haitian Creole-speaking hard-of-hearing student who needed help to pass a Regents test to get a high school diploma. Happily, the student passed his test and is currently a credit student in LaGuardia's academic division.

PDA has been able to locate tutors by visiting and talking about the program to ASL/English Interpretation Program students and to advanced ASL classes. Another source of tutors is other deaf and hard-of-hearing students. Although success depends upon the student body composition in any given year, in general pairing students with peers has been a very positive experience for both tutors and their students.

Notetakers are generally classmates of students in the same courses. When this is not possible, PDA hires individuals to go to classes with students. Notetakers may be paid or volunteer.

Recruiting Interpreters

While PDA strives to recruit interpreters to meet the communication needs of each student, it also tries to match the cultural diversity of this population. For the past five years, nearly 20% of our interpreters have come from diverse cultural groups that are historically under-represented in the interpreting profession. To improve these numbers, PDA reaches out to several established minority organizations in the New York City area, including Minority Interpreters for the Deaf, Deaf Advocates of Latino Empowerment, Black Deaf Advocates, National Alliance of Black Interpreters and Deaf Asian Americans. We encourage members of these groups to enter the interpreting profession and to join the interpreter education program at LaGuardia.

PDA has developed a reputation for providing a good foundation for new interpreters in the field. For those minority interpreters who may not have formal training, as well as those attending LaGuardia's interpreter-training program, PDA has established a formal mentoring system. New interpreters are paired with a trained mentor who helps develop their interpreting skills and serves as a role model for our culturally diverse students. Mentors provide structured learning to interpreters who may not have the opportunity to attend formal training programs, or who need to fulfill their educational requirements. The experience gained while working for PDA enables interpreters to go out and work in various other settings, obtain certification status and join the growing number of certified interpreters that LaGuardia employs.

Recruiting Students

Recruiting minority deaf and hard-of-hearing students is handled both formally and informally by the Continuing Education Coordinator and the Academic Counselor, both of whom are members of New York City's multicultural deaf community.

They maintain regular contacts with transition and guidance counselors at high schools, the New York State Office of Vocational and Educational Services for Individuals with Disabilities, and other agencies and organizations. They recruit at LaGuardia as well as at other schools and at college fairs. PDA students are often included in recruiting efforts.

Informally, much recruitment is done at meetings and social functions sponsored by the various cultural organizations within the New York deaf community, particularly New York City Black Deaf Advocates, New York City Civic Association of the Deaf, Deaf Advocates for Latino Empowerment, the International Deaf Club and Deaf Asian-Americans. LaGuardia offers space to these organizations for their meetings.

PDA also increases its recognition by hosting deaf theatrical productions and end-of-semester and holiday parties to which students invite their friends. More than 100 students typically attend these events with their guests.

PDA PROGRAMS AND SERVICES

Teaching Practices

Meeting the needs of multicultural deaf students in basic reading and writing courses begins with the manner in which students are taught. The particular needs of students insufficiently prepared for college-level work are met by creating learning environments where students are not afraid to take risks and where diverse ways of thinking and learning are valued and respected.

Students engage in a variety of collaborative learning strategies



1999 LaGuardia Associate Degree (deaf/hard of hearing) graduates. Left to right, Denette Ligon, Yakov Shifrin, Svetlana Ganapolskaya, Alla Yunayuv.

such as brainstorming ideas for assigned essays, peer critique of drafts, and giving and getting reactions to finished assignments. They learn to respect differences of opinion about works of literature as well as differences in skill development when student works are shared.

To improve basic skills, teaching methods include guided reading and writing activities. Students watch as difficult portions of assigned texts, projected visually, are interpreted into ASL and sign-text connections are established in an effort to allow textual language to become internalized. Time is allotted for students to re-read these difficult portions to themselves and, if necessary, to write brief summaries of them, thereby further solidifying sign-text connections.

When students re-write essays, they are encouraged to incorporate student and teacher critiques. It is not uncommon for students to do three or four revisions before a piece is clear and correct. Typically, students read 500-600 pages and write 11 essays in their reading and writing courses, respectively.

Academic Division Courses



Alla Tarasyuk – "I moved to the United States from the Ukraine in 1993. I came here with a medical college degree. PDA is like my close family and helped me to succeed. I received great support from Kim Lucas (academic counselor) and other staff of PDA. I was a member of the Deaf Multicultural Club and volunteered as an assistant teacher and tutor in PDA's continuing education courses. I graduated from LaGuardia in 1997 and from Hunter College (CUNY) in 1999. I plan to go to graduate school and work as a social worker with foreigners."

Since reading and writing improve as the amount of time devoted to them increases, "time on task" gets credit. Students are asked to re-read assignments and re-write summaries of assignments that are not up to standards. Re-reading familiar text helps inexperienced deaf readers to remember word-sign equivalencies. Since sign language does not help in phonemic analysis, deaf readers need to see words in many contexts to be able to decode them meaningfully.

The Communication Skills and English Departments of LaGuardia Community College offer special sections of their basic reading and writing courses for students who are deaf or hard of hearing and who know American Sign Language. In these special classes, the language of instruction is ASL and English is taught through reading and writing, getting class reactions to what was read and written, and revising work until it meets accepted criteria. Grammar instruction is built into the writing course and is taught sequentially, cumulatively and rigorously.

Pluralism pervades the curriculum and pedagogy. Students read and write about works drawn from a wide array of genres by authors who represent a full range of ethnicities and national backgrounds. The goal is to motivate students to question their preconceived ideas about race, ethnicity, sexual preference and gender by drawing them into an exploration of the backgrounds of the diverse characters they encounter.

Full-length texts have included Michael Dorris's *The Broken Cord* (Native American), Mark Mathabane's *Kaffir Boy*, Alan Paton's *Cry the Beloved Country*, Amy Tan's *The Joy Luck Club* (Chinese American), Bharati Mukherjee's *Jasmine* (Indian), Joanne Greenberg's *In this Sign* (deaf), and Esmeralda Santiago's *When I Was Puerto Rican*. Selections from Sara Barber's collection of short stories in *Connections* offer perspectives from a variety of racial, ethnic, lesbian and gay points of view.

Reading tests ask students to read about a subject that they have already read and studied. As an example, a reading test used in the course "Perspectives on Being a Deaf Person in America — 1999" was a *New York Times* editorial on the need for the deaf education system to hire more deaf teachers. Students are asked to summarize,

react to and question the premises of the article as well as appropriately define several key words, which is typical of what they do each night for homework.

The commitment to pluralism affects the way essays are assessed, as well. Students have opportunities to draft and re-draft, and essays are graded more on effort and quality of revision than on final product. Drafts are expected to improve over time as students learn more and more about grammar and how essays are structured. This is exactly what students are asked to address when they evaluate their own work and that of their classmates. They are taught to assess the changes they see in each essay from draft A to draft D, and they are expected to explain the weaknesses and strengths of each essay.

Final essays are written in class and determine whether students repeat an English course or move out of basic writing. However, to allow students of various cultures to fully demonstrate their individual abilities, they are encouraged to discuss the essay question with one another, are given time to draft an essay and to receive feedback on the draft. This practice is based on sound pedagogical theory that considers both process and product to be important in the assessment of student writing.

These approaches to content, teaching, placement and assessment are essential to fostering quality thinking and learning in deaf students of culturally diverse backgrounds.

Initiatives to Improve Students' Academic Skills

LaGuardia recently developed two initiatives to help students acquire the academic skills they need to enter and graduate from college.

One initiative is the development of a "Dual Access" system for students entering the Basic Skills courses in the academic division. In this system, continuing education students who have high school diplomas but who are not matriculated can take Basic Skills courses along with degree students. Thus, the course has two doors through which students may enter. Continuing-education students who complete these courses may qualify for waivers from the Basic Skills courses when they matriculate.

The Dual Access system for entering Basic Skills courses has provided students with the advantage they need in order to improve academic skills before matriculating. This system has also ensured a significant enrollment of students in the courses — a problem which LaGuardia has faced in the past.

A second initiative is the development of workshops and reading and writing intensives for deaf students. Those needing to pass the writing and reading assessment tests for graduation or transfer are offered specially designed reading and writing workshops each semester. Any entering, degree-bound deaf CUNY student, or student enrolled in degree programs, is offered a two-week reading and writing intensive to prepare for college-level studies.

Placement and Assessment

Students enrolling in LaGuardia's academic division must pass the same reading, writing and math assessment tests as hearing students to determine whether they will be placed in 101-level courses or Basic Skills. Each department develops its

own exit criteria from Basic Skills; professors and department chairs together determine if a student has passed each course.

Graduation from LaGuardia, or from any CUNY community college, requires students to pass the writing assessment test. Transferring to any of the four-year CUNY colleges requires passing the writing, reading and math assessment tests. The same criteria apply to deaf and hard-of-hearing students.

In the Division of Adult and Continuing Education, PDA has developed its own reading, writing and math placement tests for placing students in appropriate courses. A PDA math teacher developed the math placement test. The reading and writing tests are taken from short stories; students are asked to answer questions and summarize readings by writing short essays. PDA's academic coordinator of continuing-education programs, the academic division's Basic Skills course professors, and the PDA academic counselor serve as a team to review the results of these tests.

Adult and Continuing Education Courses

PDA courses within the Division of Adult and Continuing Education are fee based and generally offered in the evenings, from 3 to 12 hours per week. One course, Intensive Academics for Deaf Foreigners, is a 20-hours-per-week day program.

Through this division, PDA has been able to offer an array of courses to meet the ever growing needs of its diverse student population. Fee-based preparatory courses can be economically feasible since the number of hours offered can be adjusted to the number of students intending to take the course. Colleges with only a few multicultural deaf or hard-of-hearing students in need of preparatory work before entering a credit-bearing program may find this to be a possible solution.



Dolores Davis – "I am African-American and have never had an issue with my culture while at LaGuardia. LaGuardia has helped me develop skills... offering interpreting, tutoring and notetaking." Dolores graduated from the Middle College, a public high school affiliated with, and on the same campus as, LaGuardia, then attended a two-year business school before entering LaGuardia.

LaGuardia's many adult-education courses for deaf and hard-of-hearing students include ASL for Deaf Foreigners, Academic Preparation for Deaf Foreigners, Adult Basic Education, Pre-Vocational Skills, GED, Typing and Computer Skills, Regents preparatory courses, and Special Needs Instruction. Students who perform well academically, but are not enrolled in the academic division, are encouraged to enroll in Dual Access Basic Skills courses.

Academic Preparation for Deaf Foreigners was developed as PDA began to attract more and more deaf foreigners and the staff recognized the need to assist these students in acquiring a common sign language — American Sign Language — and the English language skills necessary to prepare them for college. It has been quite successful. Although originally a one-year intensive program, students now enroll in this course for one, two or three quarters depending on their education and skill levels. Most graduate into the academic division. This course also attracts students educated primarily in the United States but who come from diverse backgrounds and may need to focus on developing ASL and academic skills, and prefer to attend a day program.

Special Needs Instruction is one-to-one intensive instruction provided to meet the unique needs of individual students whose educational requirements cannot be met in any of the classes offered by PDA. This program was originally developed for

late-deafened adults and has expanded to meet the individual needs of the broad PDA population.

Individuals provided with special needs instruction have included those who want to focus on specific work-related language and skills, oral-deaf individuals who do not wish to be in a "sign" environment, and those with strict religious backgrounds.

SUPPORT SERVICES

Interpreters

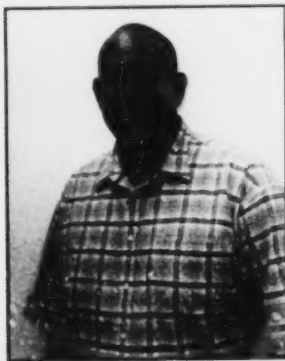
PDA's priority is to meet the communication needs of each pupil. PDA currently provides interpreting services for five deaf/hard-of-hearing staff members and more than 20 students from culturally diverse groups. PDA also provides interpreter support to all college faculty, college-wide workshops, presentations and forums. It has eight staff interpreters who meet most interpreting needs and another 28 hourly interpreters who are employed as needed. For the past five years, PDA has appointed an average of 40 interpreters annually.

The interpreters are primarily between the ages of 31-40 and have six to 10 years of interpreting experience. Nearly 50 percent are certified by the Registry of Interpreters for the Deaf and PDA draws on their expertise to train new hires.

Supplemental Instruction Program

Supplemental Instruction (SI), a nationally recognized, non-remedial, academic support program, was adapted by LaGuardia Community College as a pilot program for deaf students in the academic division in the autumn of 1997.

SI differs from traditional tutoring by working with small groups of students instead of one on one. And, rather than focusing on high-risk students, SI targets high-risk courses in which students typically fail, drop out or do badly. Three courses offer SI each semester at LaGuardia.



Kenneth Frilando - "The teachers have been so helpful and are willing to learn about deaf culture. I have been very successful (in my studies) at LaGuardia." Kenneth graduated from optometry school but was unable to secure a job. He came to LaGuardia because he knew that he would get the help he needed and that the environment would be different than other colleges with few or no deaf/hard-of-hearing students.

SI leaders are either deaf peers who have successfully completed a particular course or deaf community members with knowledge applicable to course content. They attend classes with students, take notes and organize at least two out-of-class weekly study group sessions. The student groups vary in size depending upon the number of deaf/hard-of-hearing students in a class, preferably not to exceed four or five. LaGuardia's study groups typically have two to four students.

SI leaders are trained to view themselves as facilitators, rather than tutors, responsible for encouraging student questions and collaboration while helping them to integrate ideas culled from lectures and reading. SI leaders use the course texts, lecture notes, supplementary reading and examples of former tests as the basis for this supplemental instruction.

SI was conceived at the University of Missouri at Kansas City and has been certified as an Exemplary Education Program by the U.S. Department of Education. It is currently in place in more than 600 schools, including more than 60 community colleges, and in a few foreign countries, including Australia and Sweden.

LaGuardia's program was the first pilot program to use SI with deaf students. A broad analysis of the results shows that most SI participants earned grades of A, B or C in the courses that offered SI (English Composition 101, Topics in Biology, Math in Action I, Math in Action II, Principles of Accounting, Elementary

Statistics). In all of the SI courses offered, both students and leaders discovered that the majority of learning took place not in class but in the SI study groups.

Teaching techniques used by the SI leaders may account for student enthusiasm for, and success in, the SI program. SI leaders mentioned two strategies as being especially effective: the use of drama to act out difficult concepts and the use of analogy to compare what the students already knew with what they were learning.

Chalkboard drawings with ASL signed directly on the drawings made abstract concepts visible. One student mentioned how helpful it was to have pictures drawn next to new vocabulary in the class notes that an SI leader took for the students.

SI has proven its value and has become an essential component of a post-secondary, mainstream program for deaf students at LaGuardia. For most of them, competing with hearing students can create confusion and frustration in classroom situations where instruction on complex topics is fast paced. Support in the form of SI appears to level the playing field, and the best proof is that many more students register for SI sections than for the regular classes.

Tutors and Notetakers

Tutors are hired according to their familiarity with the course subject matter and consideration is given to matching students and tutors culturally and linguistically. This can be difficult. However, PDA has been able to identify suitable individuals from its pools of senior students, graduates, teachers and para-professionals in the New York City school system, or from the deaf community at large.

Notetakers are usually classmates who are paid hourly or who volunteer. We also bring notetakers into the class when needed. Special notetaking paper that makes several carbons from the master page may be used, or notetakers can make copies of their notes after class.

C-Print™, a computer-aided speech-to-print transcription system developed at the National Technical Institute for the Deaf, is being used successfully in many programs around the country. Some deaf and hard-of-hearing students prefer printed text of lectures – the basis of the C-print system – over sign language interpreters or notetakers. C-Print is cost effective and may be more readily available than stenography-based services that a university or secondary school may provide. LaGuardia intends to adopt C-Print in the near future as numbers of C-Print operators are trained.

EXTRACURRICULAR ACTIVITIES

The Deaf Multicultural Club (DMCC), one of LaGuardia's 200 student organizations, caters to deaf, hard-of-hearing, deaf-blind and hearing students in both the academic and continuing-education divisions. Its main mission is to increase awareness of deaf culture within the college community and promote integration among deaf, hard-of-hearing and hearing students. Its activities include weekly meetings facilitated by a deaf, minority-group faculty advisor.

DMCC students have participated in a leadership-training program supported by the Gallaudet Northeastern Regional Center. End-of-the-year and holiday parties are usually hosted each year with home-cooked ethnic potluck dinners. For PDA's

20th anniversary banquet, DMCC raised \$3,000 through raffle sales which was used to start a PDA Scholarship Fund to provide financial assistance to the students in the preparatory program and the basic skills courses in the academic division.

Deaf and hard-of-hearing students are encouraged to join other college-sponsored clubs and PDA students have been members of the Phi Beta Kappa Club and the Accounting Club, where the only deaf student was elected club secretary.

PDA also organized its own Town Meetings based on the model of LaGuardia's college-wide Town Meetings. Some of the issues raised by students at the PDA gatherings concerned the shortage of interpreting services and misconceptions about the college's administrative services. This led to efforts to revise early registration systems and the other procedures discussed earlier so that interpreters can be secured for classroom assignments in a timely fashion.

Every year, deaf and hard-of-hearing students in the Basic Skills Academic Writing course contribute their best essays to a college-wide reading. Some of these essays have been published in the booklet, *Voices of Deaf Writers*, available for sale by PDA through secondary and postsecondary educational institutions for deaf students. The booklet is also required reading in continuing-education preparatory courses and in the college's basic writing and reading classes for deaf students.

TRAINING PROFESSIONALS

As the Program for Deaf Adults grew, it required a larger and larger staff proficient in ASL. There was also a great need for qualified tutors who could sign and for more sign language interpreters, not only at LaGuardia but throughout New York City and the nation.

With this need in mind, LaGuardia established the ASL/English Interpretation Certificate Program in 1995 and initiated a Deaf Studies Associate Degree Program. In developing the proposal for a new major in deaf studies, the academic and continuing-education divisions of LaGuardia together developed the Dual Access ASL courses for both continuing-education and academic-division students.

Students who enter Dual Access courses as credit students receive credit upon successful completion; continuing-education students may "bank" their credits if they wish to become credit students in the future.

The Dual Access ASL program has produced several benefits: increased student enrollment and participation from the community; well-educated and well-trained students who are fully competent to advance in this area and pursue opportunities in an ASL/English Interpretation Program; flexibility for non-credit students to take a credit course and apply those credits toward a degree in the future; and cost-effective utilization of resources such as personnel, resources and space.

The Deaf Studies Program

The Associate in Arts Degree Program in Human Services - Deaf Studies, as the proposed major is formally called, has an anticipated start-up date of the autumn of 2000. Its objective is to provide a program of study for those who wish to develop fluency in American Sign Language in order to pursue careers in which ASL is an essential medium of communication. With further study, graduates could prepare for careers as American Sign Language/English interpreters, social workers,

teachers, psychologists, rehabilitation counselors, and other roles in which ASL is used to communicate with deaf and hard-of-hearing individuals.

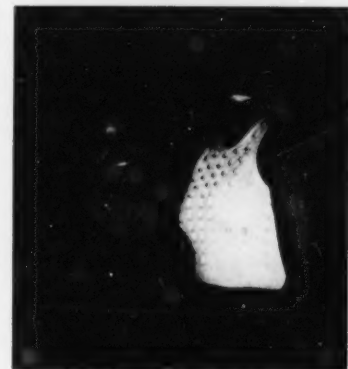
Deaf Studies will also provide a broad background in the liberal arts, knowledge of service systems and human relations. Throughout the curriculum, there will be an emphasis on the development of interpersonal skills, on awareness of varied cultures, including deaf culture, and on first-hand experience in communicating with the culturally diverse deaf population of New York City.

Internships will play an important part in meeting the goal of providing students with first-hand experience in communicating with New York's deaf population. Internships will require students to communicate with deaf people in human-services-related settings to develop their ASL communication skills and to work with deaf and hard-of-hearing individuals with varied cultural backgrounds.

ASL/English Interpretation Program

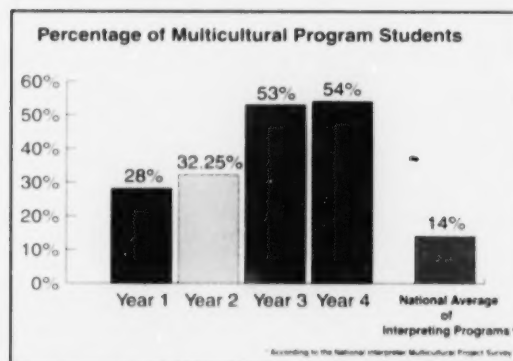
This rigorous, two-year certificate program was established in 1995 as a unit within PDA. As a new project, it is continually re-evaluated and adjusted to better serve students. A continuing focus is on developing greater diversity among students as well as training all interpreting students on sensitivity issues in working with diverse consumer populations.

A number of aspects of the program have proven to be effective. One of the most important is LaGuardia's location. Typically, interpreter education programs are established in suburban areas where the population may lack diversity. Consequently, these programs may not attract students from multicultural populations with the result that the trained interpreter population does not reflect the cultural and linguistic diversity of deaf and hard-of-hearing consumers. LaGuardia's program is one of few located in an urban center, making recruitment more effective.



Interpreter Education Students

Rebecca Barea, left, and Pamela Mitchell, office assistant in the Interpreter Education Program, who says, "My reason for entering the Interpreter Education Program was to supply the heavy demand for black interpreters as well as to satisfy my own need to pursue my new-found career which involves signing. The classes have allowed me to be more open minded and accepting of the needs of deaf culture and what it is they look for in an interpreter."



ASL/English Interpretation Program Percentage of Multicultural Students

LaGuardia's recruitment has been further enhanced by networking with organizations such as the National Alliance of Black Interpreters, Deaf Advocates for Latino Empowerment, Minority Interpreters for the Deaf and Black Deaf Advocates in order to relay recruiting information to their members and

communities. A colorful brochure has been developed that emphasizes the program's focus on multicultural internship opportunities as well as training in language use and interpreting for diverse deaf communities. ASL/English Interpretation also puts on a program featuring a multicultural panel as a tool for attracting prospective applicants.

This program has sought and won federal funding for student tuition assistance. The financial aid ensures that students from under-represented populations, who may not otherwise be able to afford training programs, are not excluded.

Deaf faculty have been hired to develop course curricula and the screening tools, as well as to teach in the program. Throughout, students encounter a number of visiting multicultural guest speakers representing such deaf communities as Latino, Asian, lesbian and gay, African American, Eastern European and deaf-blind, among others. The courses, particularly ASL Discourse and Sociology of Deaf Communities, emphasize language use and awareness of culturally-diverse deaf populations. Videos used for practicing interpretation skills include ASL and spoken English-language models from multicultural backgrounds. Qualified deaf students are encouraged to take selected courses along with hearing students, thus providing diverse perspectives within the classroom.

Graduates are well prepared to work with a culturally and ethnically diverse consumer population in the metropolitan New York City area and have been highly praised for their competence and sensitivity. Three of them currently work as professional trilingual interpreters (ASL/Spanish/English and ASL/Hebrew/English). Graduates of color have stated that the program has taught them not only interpreting skills but also a greater awareness of themselves as interpreters of color and the value they can add to the profession.

MEASURING SUCCESS

In the Division of Adult and Continuing Education, an estimated 1,250 students have been served in the past five years by courses such as College Preparation, Regents Competency Test Preparation, GED, Day Intensive for Deaf Foreigners, Adult Basic Education and Computer Skills.

In the credit division, an additional 117 students have been served in the past five years. A significant number of these students (21%) enter as "visiting" students from other campuses without intending to obtain a degree from LaGuardia. Of the total number of students served from 1994 - 1999, 43% obtained associate degrees, which compares favorably with the average graduation rate among the general community college population. The U.S. Department of Education reports the five-year, same-institution graduation rate at community colleges to be 19%. At LaGuardia, for hearing students, the average five-year rate is 27%.

PDA, 1994 to 1999: 117 Degree Students

Retention:	43% graduate with associate degrees
Post-graduate:	46% are employed 31% transfer to four-year colleges 23% combine continued education with employment
Attrition:	57% leave college before graduation: 34% for financial reasons 21% are visiting students returning to their own institutions 19% for personal reasons 11% for academic suspension 15% for unknown reasons
Ethnicity:	31% Black 29% Hispanic 23% non-Hispanic white 16% Asian or Pacific Islander
Disabilities:	59% deaf 41% hard of hearing
Enrollment status:	71% freshman 29% transfer students: 41% from the National Technical Institute for the Deaf 21% from Gallaudet University 38% other
Ages:	16-25, 49% 26 - 35, 37% 36 - 45, 13%
Fields of study:	24% human services 22% liberal arts 15% accounting 39% other

APPENDIX A

PDA Beyond LaGuardia

Interpreter Education Project

Within the City University of New York and throughout Federal Region II (New York State, New Jersey, U.S. Virgin Islands and Puerto Rico), the Program for Deaf Adults has shared its knowledge and experiences through multiple programs.

As the federally funded Interpreter Education Project (IEP) in Region II, LaGuardia provides specialized programs such as deaf-blind interpreting, educational interpreting, multicultural interpreting, deaf interpreting, oral interpreting and teacher training, and organizations are encouraged to request support to address local needs. By offering multiple options, IEP has successfully provided training to meet the interpreting needs of the diverse deaf communities.

In addition, LaGuardia is working with ethnic organizations in the deaf and interpreting communities to develop video materials incorporating local multicultural language models that will be made available throughout the region to interpreter preparation programs.

In the U.S. Virgin Islands, LaGuardia has co-sponsored the National Black Deaf Advocates convention in St. Thomas and currently provides workshops on deaf culture, ASL and interpreting. LaGuardia also trains local ASL teachers, assists in designing and implementing an ASL language program and an ASL/English interpreting program at the University of the Virgin Islands, and collaborates with the University of Tennessee to provide deaf empowerment seminars.

In Puerto Rico, LaGuardia collaborates with the National Multicultural Interpreter Project representative to provide annual intensive training for vocational rehabilitation interpreting and community interpreting groups. In addition, two interpreting instructors from Puerto Rico are sent to New York City each year to participate in an annual symposium for interpreter educators. A local Registry of Interpreters for the Deaf (RID) chapter has been established in Puerto Rico and LaGuardia is working to link the national RID organization with the new chapter in order to organize leadership training and additional educational activities.

APPENDIX B

A Deaf Professor in a Classroom of Hearing Students

by Carole Lazorisak

It was the first day of classes in the academic division of LaGuardia Community College. Students were seated in the classroom anxiously awaiting the professor. Silently, the professor walked through the door and to the front of the room. She smiled at the students as she passed out the course syllabus, turned to write her name, the course name, and course code number on the chalkboard, but said nothing.

Students expected the professor to say the first words of introduction. Instead, the professor lifted and moved her hands, and a voice across the room said, "Welcome to your first day in the Principles of Human Relations class. I am your professor and I am deaf. I will use American Sign Language to express my thoughts, and an interpreter will voice them to you. When you speak, another interpreter will sign what you say back to me."

The students looked stunned. Most of them had never met a deaf person before and now they were facing a deaf college professor. Some students wondered if they would be able to learn anything.

I have been teaching the Human Relations class for about four years now. I always look forward to seeing the reactions of the students on the first day of classes and watching how quickly they learn in this environment. As a deaf professor, I am visually oriented, which helps me to bring a different dimension to students' learning. In a hearing professor's classroom, students don't need to look at the professor to know how he/she is feeling or what he/she is emphasizing - they can tell by the tone of voice.

In my classroom, students "hear" what I am saying through the use of a sign language interpreter. They look at me and see my facial expressions to understand my "intonation," which is called dynamics in ASL. Additionally, I combine ASL dynamics (use of facial expressions, body movements, and space) with visual drawings, charts, graphs, and words on the chalkboard to ensure delivery of the message and optimization of a student's learning.

Occasionally, students sitting far in the back of the classroom will ask a question softly or make a comment that is inaudible to students in the front of the room, or even to the interpreter. Imagine their surprise when I reveal that I understand what these students were saying. Through my ability to lipread, I am able to pick up what people vocalize by watching their mouths and facial expressions. My eyes give me feedback to allow me to "hear" and "sense" what my students need. Additionally, I make eye contact with students to determine whether or not they are actively following the lesson and paying attention.

Some students come into my classroom with stereotyped views of people who are different from themselves. The experience of having a deaf professor who is successful in teaching the detailed course content, along with breaking down communication barriers, helps to diminish these biases. This experience adds enrichment, stimulation and sensitivity toward cultural differences not only during their studies at LaGuardia, but throughout their lives.

My credentials include communication specialist, Certified American Sign Language Interpreter, Certified Sign Language Interpreter, former administrator of Student Services/Programs for Deaf and Hard-of-Hearing Students, and activist in the areas of human rights and disability laws including the Americans with Disabilities Act (ADA). In my work, I encourage others to seek out ways to break down mental barriers which block people from openly communicating with and understanding one another. Keeping an open mind and eliminating stereotypes when interacting with others is a key for success.

If you're wondering what happened to those students who wondered if they would be able to learn anything from a deaf professor at the beginning of the semester, well, they are among the ones who learned the most.

*Student Reactions to
Professor Lazorisak*

All students were surprised when they saw that their professor was deaf. All mentioned that it took a while to learn to look at the teacher and not the interpreter.

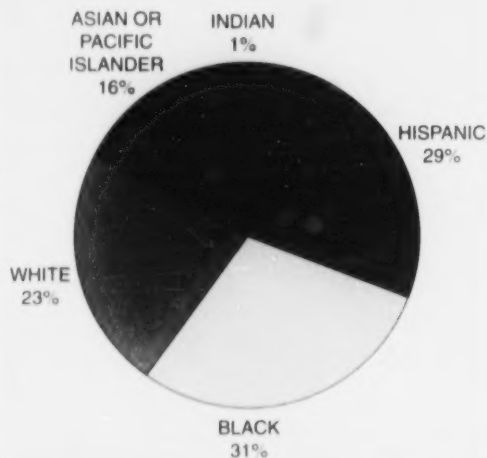
When asked if they found themselves relating to the professor better due to cultural differences and experiences, one commented: "This course taught by a deaf professor has made me more open minded as I understand how it feels to be different in the majority."

Another said, "Cultural differences and discrimination issues overlap. We are all from different diverse groups in one big melting pot and information needs to be shared in order for us to get along."

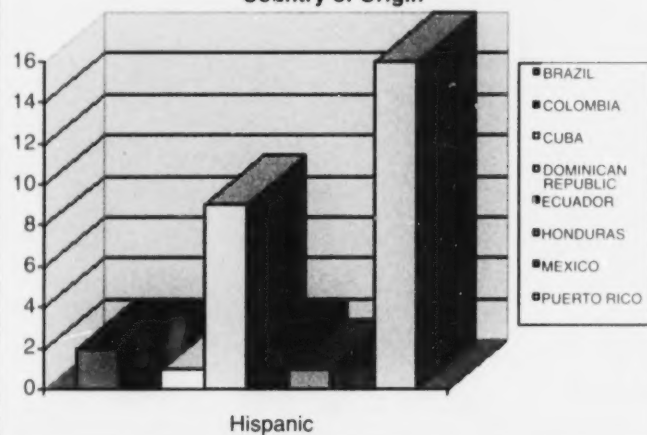
Many of the students expressed the desire to learn ASL.

APPENDIX C

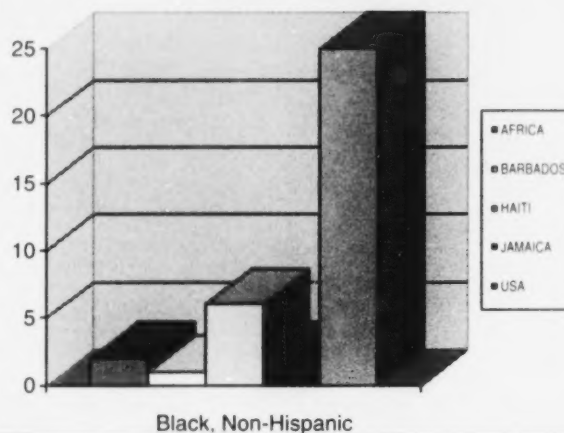
DEAF & HARD OF HEARING DEGREE STUDENTS
Ethnic Background



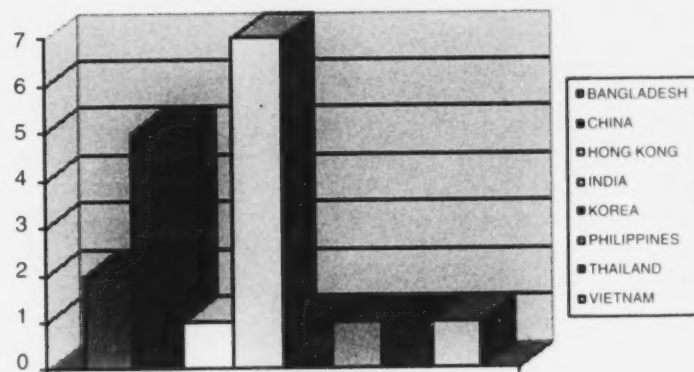
DEAF & HARD OF HEARING DEGREE STUDENTS
Country of Origin



DEAF & HARD OF HEARING DEGREE STUDENTS
Country of Origin



DEAF & HARD OF HEARING DEGREE STUDENTS
Country of Origin



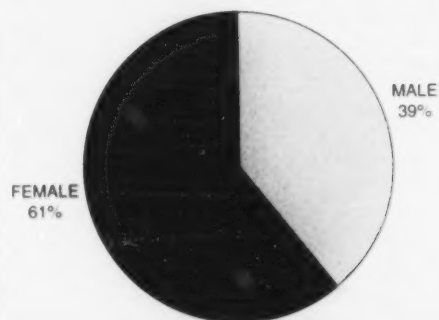
Asian or Pacific Islander

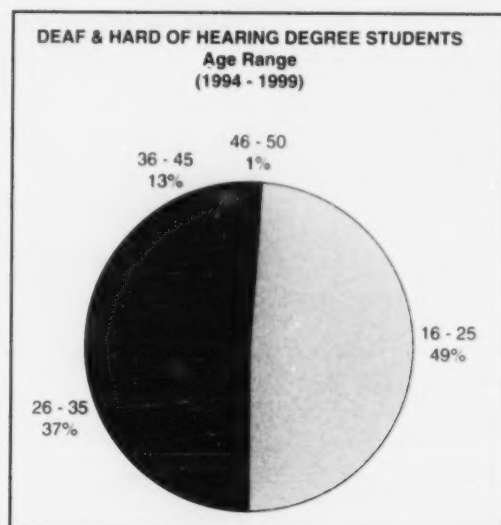
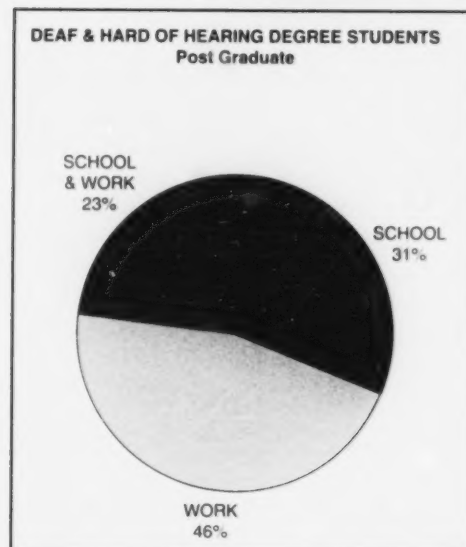
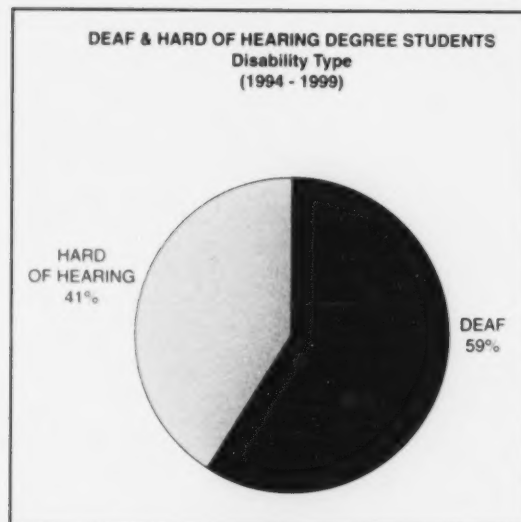
DEAF & HARD OF HEARING DEGREE STUDENTS
Country of Origin



White, Non-Hispanic

DEAF & HARD OF HEARING DEGREE STUDENTS
Gender
(1994 - 1999)





APPENDIX D:
Resources

Local Organizations

DALE (Deaf Advocates for Latino Empowerment)
P.O. Box 85
New York, NY 10159-0085

NAOBI - NYC (National Alliance of Black Interpreters)
P.O. Box 20825
Brooklyn, NY 11202

Contact: Celeste Owens, President
718-390-7444 (V)
718-624-6860 (TTY)
718-596-9157 (FAX)
NAOBINY@UNO.COM

New York City Metro Registry of Interpreters for the Deaf, Inc.
111 East 59th Street, Suite 838
New York, NY 10022

Contact: Stephanie Feyne, Vice President
212-821-9588 (V/TTY)

NYCBDA (New York City Black Deaf Advocates)
Rockefeller Station
P.O. Box 2135
New York, NY 10185-2135

Contact: Kim Lucas, President
NYCBDA@AOL.COM

NYCCAD (New York City Civic Association of the Deaf)
Times Square P.O. Box 2021
New York, NY 10108

Contact: Stephen Younger III, President
DEFFYNGR@IDT.NET

National Organizations

AVLIC (Association of Visual Language Interpreters of Canada)

11337-61 Avenue
Edmonton, Alberta
T6H 1M3
Phone: 403-430-9442 V/TTY
Fax: 403-430-9489
<http://www.avlic.ca/hompage.htm>

California Latino Council of the Deaf/Hard of Hearing, Inc. (CLC)

P.O. Box 65591
Los Angeles, CA 90065

Intertribal Deaf Council (IDC)

Contact: Linda Carroll, President
45 Riverside Rd.
Peralta, NM 87042
505-869-9079 TTY
morab2@aol.com
IDCofNA@aol.com

National Alliance of Black Interpreters (NAOBI)

P.O. Box 70322
New Orleans, LA 70172-0322

Anthony Aramburo
1843 Hope Street
New Orleans, LA 70119-1348
504-943-6597 V/TTY
504-943-6596 Fax
ajaram@aol.com

National Alliance of Black Interpreters, DC Chapter (NAOBI, DC Chapter)

P.O. Box 6726
Washington, DC 20020

Wanda Newman
4352 F Street SE
Washington, DC 20019
202-575-8438 (W)
wlnewoman@aol.com
202-575-8438 Fax

National Asian Deaf Congress (NADC)

Contact: William Wong, President
43600 Mission Blvd.
P.O. Box 3909
Fremont, CA 94539-0390
510-659-6273 TTY
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Registry of Interpreters for the Deaf, Inc.

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APPENDIX E:

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